AI : A Potential Threat to Mankind

1. Introduction

   1.1. Hook

   1.2. Background / General statement

   1.3. Thesis Statement : Although Artificial intelligence has

emerged as a revolutionary technology in recent times, its unregulated

proliferation poses an imminent threat of job displacement, security

risks, privacy infringement and other socio-political and economic

concerns.

2. Ethical concerns raised by AI

   2.1. AI's potential to errode personal privacy and enable

   mass surveillance

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2.2. Using artificial intelligence for creating deep-fakes

2.3. Infringement of intellectual property rights

2.4. Lack of Transparency in AI models.

3. Economic Challenges

3.1. AI's potential to exacerbate unemployment via job displacement

3.2. AI's potential to contribute to socio-economic inequality by disproportionately benefiting wealthy individuals

4. Social Threats posed by AI

4.1. AI' has the ability to perpetuate and amplify biases through stereotyped algorithms

4.2. Overdependance on AI can hamper creativity

4.3. AI data centres contribute to ecological damage in the form of carbon emissions

5. Possible political and military misuses :

5.1. Spreading misinformation for political propaganda

5.2. Utilizing AI to manipulate public opinion

5.3. Integrating AI into autonomous weapons

6. Way forward : Regulating AI

6.1. Establishing ethical frameworks and guidlines to monitor the use of AI

6.2. Developing transparent algorithms

6.3. Promoting the acquisition of AI literacy and ethical understanding.

7. Conclusion

Write body paragraphs on the following headings and subheadings.

Is Colonial Mentality impeding Pakistan's progress?

1. Colonial mentality in Military
   1.1. More perks and privileges than civilians
   1.2. Military interventions hindering democratic and economic progress

2. Colonial mentality in Education
   2.1 Disparities between public and private education
   2.2. English as a superior language of instruction

The military institutions in Pakistan, just like other state institutes, display colonial mindset as well. The military generals and personnels enjoy perks and privileges just like their colonial masters. They receive higher salaries as compared to their civilian counterparts. For instance, a military officer of grade-20 earns a (monthly) monthly salary of about Rs 600,000, whereas a civilian employee of the same scale earns around Rs 200,000. (Government of Pakistan pay scale).

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The argument has no substantial evidence

Another noticeable point is the reflecting colonial approach is the lion's share of the federal budget is allocated for military. As reported by Dawn News, government allocated Rs. 1.8 trillion for defence budget, out of 14 trillion PKR total budget for fiscal year 2023-24. This overspending on defence institutions while suppressing the basic needs of a common man is a major hindrance in Pakistan's progress.

The military's colonial mentality is further exemplified by its repeated interventions in the political process in the past. The military dictators overthrew the elected governments, showcasing utter disregard for public mandate. The military take over by Ayub Khan in 1958, and Pervaiz Musharraf in 1999 are reminiscent of colonial practices. These authoritarian approaches have caused an irreparable damage to the stability, democracy and economy of Pakistan, by reversing the country's progress. In comparison, our eastern neighbour, India, by upholding democracy has achieved economic development evolving as 3rd largest economy of the world.

The education system Pakistan is also under the clutches of colonialism. It is evident from stark disparities

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in the quality of education provided by public sector in contrast to private sector. Although the government institutions charge a moderate fee, but the outdated methods, curricula and lack of facilities compromise on the quality of education. On the other hand, private institutions offer better learning experience, but at a relatively higher cost. Therefore access to quality education becomes a privilege reserved for the affluent, mirroring colonizers' attitude prioritizing quality education for only their children. For example, LUMS, one of the most prestigious universities of Pakistan charges an exorbitant amount of PKR 500,000 per semester, catering only the elite class. Ultimately, the colonization of education creates socio-economic inequalities, blockading Pakistan's pathways towards progress.

The compulsory teaching of English as a second language in Pakistan's education system is also a manifestation of colonial mentality, prioritizing foreign language over national language. Higher education in Pakistan requires a sufficient command of English language. A majority of students in Pakistan learn English as a second language, thereby ✉ ⊙ facing difficulties in proper understanding of concepts, leading to lower academic achievements

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and higher drop-out rate. According to a study by Higher Education Commission of Pakistan (2019), students who struggle with English language all were likely to fail in competitive exams despite having equivalent intellectual abilities. Hence, prioritizing colonizers language is impeding Pakistan's educational prosperity.

The references should be strong and evidence-based

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